

## THE CONTACTS OF CIVILIZATIONS

This information was particularly useful in a country where **no** sheep exist, no cow gives milk to the natives\* and horses do not wagons. In addition to the difficulties encountered in Cochinchina, through a penury of teachers and equipment, Bert had to the hostility of parents who preferred Chinese education to his schools. Unlike the South, traditional culture still flourished in Annam-Tonkin, but alongside of it had been placed French schools for interpreters, and the Franco-Annamite schools which caodern education in both French and Annamite. Bert was clever in winning over the natives to a modern curriculum, **in** training teachers by salary and promotion inducements. Bert's interrupted his plans for a Tonkin Academy, where French Annamite scholars would have had a chance for contact study.

Doumer was too busy and too absorbed in the economic life of the colony to alter the educational

Professional schools in the three Annamite capitals were his contribution. It was not until Beau's administration the phase of Indo-Chinese education began.

The Japanese victory of 1905 made the Annamites, **hostile** or indifferent, for the first time eager for **Western** **work**. Pham Boi Chau, the nationalist leader of the **period**,

**his** compatriots to learn from the French, since **Occidental** been the secret of Japan's success. In 'Cochina' to governmental inertia or economy had been reduced to a for turning out interpreters and clerks; in the North, education was firmly entrenched, and the **French** **no** do it on the people. As it stood, the

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